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ABSTRACT

Provided are samples of three experience-based career education (EBCE) experience-site learning guides. Each sample is organized into four basic parts. The first part describes the nature of the site (e.g., name of site, address, lunch arrangements, special regulations). The second part gives a brief description of the different sections of the experience site (e.g., bookkeeping, pricing, installation). The third part provides information about the resource person (RP), including job title, number of students the RP can handle at one time, and special kinds of possible involvements with students that the RP can expect. The fourth part gives a brief description of each RP's job in task-statement form. General activities are identified regarding what a student could do while placed with each RP. These general activities are categorized as to whether the student may only observe, perform with no prerequisites, or perform with specified prerequisites. The fourth part also describes specific skills areas in which the student would become involved. (Other guides in this program are Student Career Guide [CE 019 715], Formative Evaluation Plan [CE 019 716], Student Program Guide [CE 019 718], Resource Person's Guide [CE 019 719], and Learning Coordinator Guide [CE 019 720]. A description of the program that produced these materials is available in the final report [CE 019 710].) (JH)

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ED165005

EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

EXPERIENCE SITE LEARNING GUIDES

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

Dr. Carl H. Larson, Project Director

1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Iowa Central Community College in Merged Area V was the recipient of a Part D Vocational Education Grant to develop, establish, and operate model vocational education programs utilizing the Experience-Based Career Education project (Appalachia Educational Laboratory model) in Fiscal Year 1977. Fifty-eight students from fourteen cooperating secondary schools were enrolled in January, 1977, to pilot the EBCE project.

An exemplary project to analyze the potential and demonstrate components of an experience-based career education (EBCE) model in meeting the career education needs of mildly mentally disabled adolescents in secondary schools was initiated in March, 1977. The purpose of that effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled adolescents with Humboldt Community School District selected as the dissemination center. The project included establishing procedures, editing and re-writing component parts, developing experience sites, in-service training, implementation and evaluation of the component parts.

Project Director, Dr. Carl H. Larson, in cooperation with the Special Education and Career Education Division of the State Department of Public Instruction initiated a master project: State Strategy for Dissemination of EBCE-MD Curriculum Materials.

From 1978-1981, the EBCE-MD project, training, and materials will be presented to all fifteen Area Education Agencies of Iowa. A framework will be established so that a pilot project can be established in at least one community in each of the fifteen AEA's. Instructional personnel of each AEA will be trained to continue the project on their own.

EBCE-MD involves experiential learning...student exploration of math, English, personal/social skills, and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

The publication which follows was developed as part of the responsibility of project participants and staff to project visibility to the findings and accomplishments of the project. The guidelines and instructional materials herein are provided to assist local school personnel interested in initiating programs, services, and activities for their students.

ACKNOWLEDGEMENTS

This sample set of Experience Site Learning Guides is one of the documents in the total "package" of materials developed by Iowa Central Community College EBCE-MD staff.

Sherri Forbes, the Trainer and Technical Assistant to the Project wrote the three sample guides. They are examples of sites actually used at her demonstration site last year.

Additional assistance was provided by Jan McMahill, Program and Training Coordinator, Marvin Lewis, Arrowhead AEA Work Experience Supervisor, and by Dr. Jack Sanders from the Appalachia Educational Laboratory in Charleston, West Virginia.

The cover was designed and printed by Dan Fowler at Arrowhead AEA in Fort Dodge.

We gratefully acknowledge the work of the typists Betty Baldwin, Kim Kramer, and Ronda Utter of Iowa Central Community College.

Table of Contents

	Page
Introduction	1
Nelson's Cabinet Shop Experience Site Learning Guide	2 - 7
Private Residence Experience Site Learning Guide	8 - 13
Humboldt High School Library Experience Site Learning Guide	14 - 18

INTRODUCTION

EXPERIENCE SITE LEARNING GUIDES

The EBCE Experience Site Learning Guide captures and describes information from a general to highly specific nature for each EBCE site. Its direct function is to serve as an easy-to-use document that allows for ready retrieval of data by the students and Learning Coordinators to be used in the development of each student's program and placements.

Included for the reader's perusal are three EBCE learning guides. All three of the guides are currently in use in the EBCE-MD program and their content is factual; however, the names of the actual experience sites and their personnel have been fictionalized in order to protect the privacy of the individual cooperating experience sites.

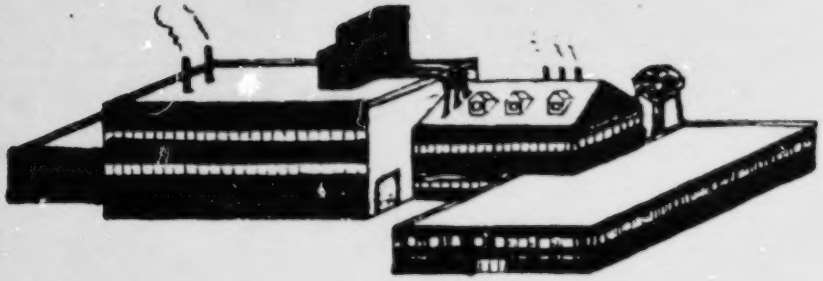
The Experience Site Learning Guide is laid out in four basic sections. Section One deals with basic logistics and general information which describe the nature of the site. This section can be used by the Learning Coordinator and student to determine the desirability of the new placement in terms of transportation, lunch arrangements, special regulations, etc. relevant to that site.

The Second Section of the Learning Guide gives a brief description of the different sections of the experience site. This can be used by the Learning Coordinator to counsel the student about how the experience site is organized to meet its purpose. This section, in conjunction with the first and third sections, can be used to show students how certain types of institutions organize themselves to meet their purposes. This type of understanding of business organization allows students to generalize as to how similar businesses or experience sites might be organized in other cities and states. In addition, this knowledge provides the student with a perspective of the business, enabling him or her to see what part he or she would play as a member of that particular experience site, or a similar site. Therefore, the student is better able to make more informed career plans and decisions.

The Third Section contains basic and general information about the Resource Person. It includes brief personal information, as well as how this person functions in his job in regards to what expectations are made of the student and the EBCE-MD Program. This information should be used by the Learning Coordinator and the student as guidelines for working at an experience site.

The Fourth Section of the Learning Guide gives a brief description of each Resource Person's job in task statement form. General activities are identified regarding what a student could do while

placed with each Resource Person. These general activities relate both to the tasks the Resource Person does and other activities that could be observed or performed while with that Resource Person. These general activities are categorized as to whether the student may only observe, perform with no prerequisites, perform with specified prerequisties, and/or be tutored or instructed. The Fourth Section in addition to providing general information, also contains specific skill areas with which the student will become involved. The Fourth Section then, provides the Learning Coordinator and student to prepare for site placement and also to develop activity sheets relating to that placement.



WORKER TRAITS AVAILABLE: 80

37

EXPERIENCE SITE
LEARNING GUIDE

NELSON CABINET SHOP

IOWA CENTRAL COMMUNITY COLLEGE
330 AVENUE M
FORT DODGE, IA 50501

To be filled out for the Experience Site in general.

Name of Experience Site Nelson Cabinet Shop Address Highway 20

Directions South four blocks from intersection of Hwys 20 and 169. Located west side of Highway 20. Bus Schedule None

Parking Facilities In lot north of building. Lunch Facilities None

Primary Contact Person at Site George Nelson Phone 353-6124

Number of students site can take at one time one Special spacing desired by site (if any)

May take two students per year, one each semester.

Special Restrictions Mr. Nelson states there are no real restrictions for his business

Special programs or activities that students can participate in while at site (time, dimensions or training or program and prerequisites) Mr. Nelson is willing to discuss the area of cabinet making and to demonstrate the expertise needed in designing and constructing cabinets.

General description of purpose or function of site:

General woodworking, cabinet design and construction, furniture repair and refinishing. Most furniture repaired can be termed as antique.

Name and description of different sections or units of site: (if any)

This is a small business owned and operated by Mr. Nelson with one part-time employee.

Mr. and Mrs. Nelson do the necessary work in each of the following sections:

- Bookkeeping
- Purchasing of materials
- Pricing
- Installation
- Specification drawings

To be filled out on each Resource Person:

RP's Name George Nelson Job Title Cabinet Maker

Primary WTG # Cabinet Making #80 Secondary WTG #'s Furniture Repair #57

Name of contact person to place student George Nelson Phone 353-6124

Number of students this RP can handle at one time (spacing requirements, if any) One per semester

Name of Section in which this RP works Cabinet Making

Time RP expects student to be on site. From 1:00 p.m. to 3:00 p.m. . Smoking regulations No smoking due to flammable materials on hand.

Dress Code None Special Restrictions Student must know and demonstrate safety rules of machine operation.

Other Comments Student may not use machines until Mr. Nelson gives approval.

Special kinds of possible Student involvement such as discussions, demonstrations and tutoring in which RP will participate:

Woodworking was a hobby for Mr. Nelson. The hobby developed into a business as more people asked for his assistance in remodeling projects. He was raised on a farm and does enjoy gardening.

Joe Smith, part-time employee, is a former member of the high school basketball team.

Resource Person George Nelson Occupation Cabinet Maker Primary WTG # 80

Secondary WTG #'s 37

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
1. Sketch 3-D outline of desired cabinets to serve as a guide in the construction of the cabinets. The outline is made with pencil on plain white paper and must depict the design and the dimensions specified by the customer. Mr. Nelson may make suggestions to the customer concerning construction difficulties, material availability and cost. The final sketch must be approved by the customer.	X		Mechanical drawing, scale drawing, metric measurement. Applicability of desired wood for the design in question. Cost estimation to include materials and labor.
2. Frame-up cabinets to form structure for surfacing. Woodmaking equipment such as power saws, clamps and braces is used in this process. The frame must be squared and specifications of the customer must be followed.	X		Measurement to the eighth inch. Read diagrams or sketches, transfer information on sketch to a three-dimentional object. Use of power equipment, clamps, etc. to construct frame. Vocabulary - jointer, mortiser, tenor, molder and shaper.
3. Apply facing to frame to form visible cabinet surface. The uncut wood is measured to fit the measurements of the frame. The cut surface wood is nailed to the frame and joints are filled when necessary. All measurement and cutting must be accurate so as not to waste surface wood.	X		Measurement to the eighth inch. Use metric for more accuracy. Identify needed wood durface such as oak, pine and walnut according to wood graining. Techniques in cutting specific kinds of wood grain. Use of power equipment, clamps, glue, etc. Vocabulary such as plane, chisel and woodwork files.

Resource Person George Nelson Occupation Cabinet Maker Primary WTG # 80

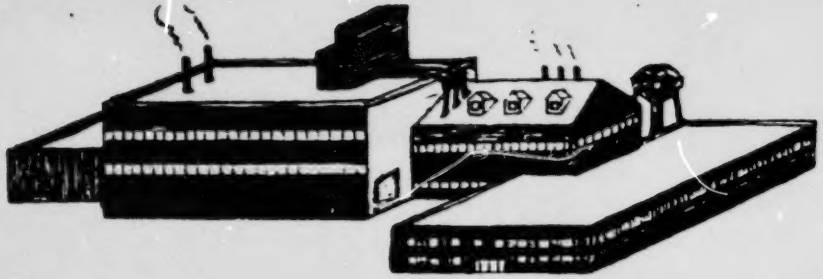
Secondary WTG #'s 37

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
4. Fill uneven seams or nicks in wood to make a smooth cabinet surface. Selection and/or preparation of the filler depends upon the size of the place to be filled and the type of wood grain being used. The filled area is made smooth with a power vibrator. The filled area must be completely smooth and evenwith the surface of the cabinet.		X	Selection of filler. Preparation of filler to be used in larger area. Filler application. Use of vibrator.
5. Sand cabinet surfaces to remove all rough or raised surfaces. A belt sander is used on the flat surfaces. Hand sanding is used to round all cabinet corners. All surfaces must be smooth to the touch.		X	Use of belt sander. Type of sandpaper to use (weight/grain) Procedure for hand sanding corners. Knowledge of wood graining. Distinquish between sanding and polishing (know when the sanding process is completed).
6. Construct cabinet doors to complete surfaced frame. Tools such as routors and saws are used for this part of the construction. Measurement and cutting must be accurate to insure that the door will fit the specified opening. The door is designed according to customer specifications.	X		Read scale drawing Measurement Squaring techniques Power equipment operation Selection of blades to make appropriate surface design
7. Sand cabinet doors to remove all rough surfaces. A belt sander is used on the flat surfaces. When specified, hand sanding is used to round corners. The surface must be smooth to the touch.		X	Use of belt sander. Type of sandpaper to use (weight/grain). Procedure for hand sanding corners. Knowledge of wood graining. Distinguish between sanding and polishing (know when the sanding process is completed).

Resource Person George Nelson Occupation Cabinet Maker Primary WTG # 80

Secondary WTG #'s 37

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
8. Apply the seal coat and stain/paint to the cabinet frame and doors to begin the finishing process. Hand spray guns operated by a power compressor are used to apply the sealer, stain and/or paint. The finished spraying must be even with no waves present in the surface.		X	Use of spray gun equipment operated by air compressor. Read directions for use of sealer or stain. Recognize spray gun nozzles technique in spraying to achieve smooth surface with no defects.
9. Fine sand the sprayed cabinets and doors to complete the finishing process. The finishing sandpaper must be carefully selected for this hand work. The finished frame and door must be absolutely smooth to the touch.		X	Weight/grain of sandpaper to select. Techniques used in the final sanding process.
10. Attach hardware to the door and frame to prepare for final assembling step. Make the needed measurement on the door and on the frame to mark handl and hinge placement. The hardware is selected by the customer. A steel tape measure with English and Metric measure and a screw driver are used in this step. Accurate measurement is a necessity.	X		100% accuracy in measurement. Careful handling of tools to avoid nicks or mars on the finished cabinets.
11. Attach door to cabinet frame to complete the cabinet. The hinges attached to door must match the markings indicated on the cabinet frame. A screw driver is used to insert the fasteners. The door edges, when attached to the frame, must be parallel to the edges of the frame.	X		Match existing markings. Ability to insert fastener with proper hand tool.



WORKER TRAITS AVAILABLE: 105

EXPERIENCE SITE
LEARNING GUIDE

PRIVATE RESIDENCE - HOUSEKEEPER

IOWA CENTRAL COMMUNITY COLLEGE
330 AVENUE M
FORT DODGE, IA 50501

To be filled out for the Experience Site in general.

Name of Experience Site Private residence Address 320 South Street

Directions One block south of high school Bus Schedule None

Parking Facilities On street Lunch Facilities Not required

Primary Contact Person at Site Clara Smith Phone 371-4512

Number of students site can take at one time One Special spacing desired by site (if any)

Will work with two students for 9 - 13 weeks each.

Special Restrictions None

Special programs or activities that students can participate in while at site (time, dimensions or training or program and prerequisites) The student may accompany Mrs. Smith to assist in preparation for church dinners.

General description of purpose or function of site:

Private residence for a family of five.

Name and description of different sections or units of site: (if any)

The general areas in which Mrs. Smith becomes involved as a homemaker are:

Housekeeping
Laundry
Meal planning and food preparation
Shopping for household needs
Budgeting for family expenses and leisure time activities

To be filled out on each Resource Person:

RP's Name Clara Smith Job Title Homemaker

Primary WTG # Homemaker Secondary WTG #'s Housekeeping #105

Name of contact person to place student Clara Smith Phone 371-4512

Number of students this RP can handle at one time (spacing requirements, if any) One per semester

Name of Section in which this RP works Housekeeping

Time RP expects student to be on site. From 9:00 a.m. to 11:00 a.m.. Smoking regulations No smoking

Dress Code School clothes are appropriate Special Restrictions None

Other Comments

Special kinds of possible student involvement such as discussions, demonstrations and tutoring in which RP will participate:

Mrs. Smith has done volunteer work for Livermore Opportunity Center and has served as co-president for the Humboldt County Association for Retarded Citizens. She is active in all phases of the church. Mrs. Smith would like to share her hobby of houseplants with the student.

10

Resource Person Clara Smith Occupation Homemaker Primary WTG #

Secondary WTG #'s Housekeeping #105

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
1. Clean furniture using spray polish and a dust mitt to remove all dust and fingerprints from the furniture. All accessories are picked up rather than dusted around. Accessories must be replaced in the correct place on the table, stand, etc. after the surface is cleaned.		X	Locate furniture polish and mitt. Read product name and directions for application. Careful handling of delicate accessories.
2. Vacuum floors using an upright cleaner to remove all lint, dust and tracked-in dirt that is evident on the carpet. Furniture is to be moved to allow for cleaning under each item. All furniture is to be replaced to its original position. The vacuum cleaner must be returned to the proper storage area upon completion of the task.		X	Locate storage area for vacuum . Operating procedure for an upright vacuum. Correct method for moving heavier furniture so as not to injure back. Proper method of plugging and unplugging electrical appliances. Procedure for proper storage of the vacuum cleaner.
3. Sweep hard surface floors to remove crumbs and dirt. A kitchen broom and dust pan are used to do this task. Remove and shake all throw rugs prior to beginning. Sweep under counter bases, table and chairs. All collected dirt is swept onto the dust pan and discarded in the waste basket.		X	Location of needed tools. Method of sweeping so as to collect rather than scatter the dirt. Location of wastebasket. Procedure for shaking rugs.
4. Wash windows to remove dirt and finger prints. Windex is sprayed on the glass and a newspaper is used to dry the glass. Safety must be demonstrated when doing the top portion of the glass. There must be no streaks on the window and all corners must be thoroughly dried.		X	Read product label and directions for application. Locate storage areas for needed tools. Explain safety rules for reaching areas above one's head. Method of using newspapers to dry glass.

Resource Person Clara Smith Occupation Homemaker Primary WTG #

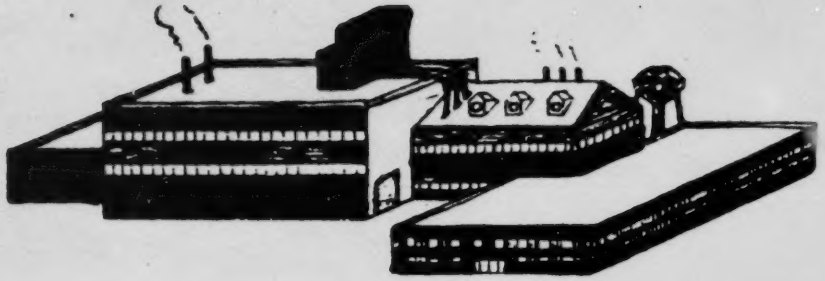
Secondary WTG #'s Housekeeping #105

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
5. Clean closets to remove dust, lint and dirt from shelves, ceiling and floor. This task is done once in a nine weeks period of time. All items are removed from the closet. The shelves are cleaned using Pledge and a dusting mitt. The walls and ceiling are cleaned with a special nylon-head dust mop. The floor is swept and the corners are vacuumed. All items must be returned to the closet in the correct storage area with a neat and orderly appearance.		X	Safety procedures when climbing to remove items from upper shelves. Locate needed cleaning items. Read labels and directions on special cleaning agents that are to be used. Proper method of plugging and unplugging electrical appliances. Special techniques for dusting ceiling and walls, sweeping floor and vacuuming corners. Recall of original storage place for items removed from closet.
6. Clean kitchen cupboard and drawers to remove all crumbs or spilled materials. This is done once every nine weeks. Remove all items from the cupboard or drawer. Use clean warm water and a sponge to wash the area. Dry the area with a dish towel. Lightly wipe all items before replacing them on the shelf or in the drawer. Replace all items to the original storage place to assist in future location of the items. All smudges, dust, crumbs, etc. must be removed from the shelves and the food items.		X	Safety procedure when climbing to remove items from upper shelves. Method of washing so as not to get the shelves or drawers too wet. Knowledge of food groups such as spices, vegetables, fruits, etc., to assist in grouping. Reading of product labels. Recall needed to enable returning items to the original storage area.
7. Clean refrigerator every two weeks to remove all crumbs and spilled items. The freezer is a self-defrost freezer and will not need to be cleaned. Remove all items from refrigerator and place on kitchen table. Remove all racks, trays		X	Techniques for removing racks, etc., from refrigerator. Rapid but thorough job when wiping out inside. Recall needed so items can be returned to the original storage place.

Resource Person Clara Smith Occupation Homemaker Primary WTG #

Secondary WTG #'s Housekeeping #105

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
8. Clean oven once every two weeks to remove spilled materials. Remove racks and wash or scour clean. Use Oven Off on sides, top and bottom of oven. Wash all sprayed parts of oven with warm vinegar water. Dry with dish towel. Replace racks. There must be no crumbs, etc. remaining in the oven.		X	Locate needed cleaning items. Read product names and directions. Demonstrate safety procedures when using Oven Off. Amount of vinegar to place in rinse water.
9. Clean top of stove to remove spilled food items. Use warm soapy water to wash stove top. Remove burner plates, knobs, etc. and wash. Dry all parts before reassembling the stove top. All spilled food or crumbs must be removed.		X	Demonstrate safety procedure when working near a gas pilot light.
10. Write food names dictated by RP to prepare grocery shopping list. RP will provide the needed paper and pencil. The writing must be legible and the spelling accurate.		X	Legible writing. Spelling of familiar items, i.e., bread, eggs, milk.
11. Prepare food for lunch following the directions or recipe of the RP. Prior to beginning, study the recipe to understand the correct preparation method, locate needed utensils and check ingredients.		X	Read fractions, measurement techniques, safety methods for oven use, use of electric mixer, knowledge of baking utensils and their use.
12. Wash dishes to complete cleaning of kitchen. Wipe all counter tops. All dishes are dried and returned to correct storage area.		X	Read label of dish soap. Locate needed rack, towel, etc. Place dishes in correct cupboard.



WORKER TRAITS AVAILABLE: 10

EXPERIENCE SITE
LEARNING GUIDE

HUMBOLDT HIGH SCHOOL LIBRARY

IOWA CENTRAL COMMUNITY COLLEGE
330 AVENUE M
FORT DODGE, IA 50501

To be filled out for the Experience Site in general.

Name of Experience Site High School Library Address Hwy 169 S., Humboldt

Directions Located in north corridor of high school. Bus Schedule School district bus at 3:05 p.m.

Parking Facilities Student parking Lunch Facilities High School Cafeteria

Primary Contact Person at Site Miss Perry Phone 332-3574

Number of students site can take at one time One Special spacing desired by site (if any) 9 - 13 weeks

Special Restrictions Follow overall library rules.

Special programs or activities that students can participate in while at site (time, dimensions or training or program and prerequisites)

General description of purpose or function of site:

To provide reference and resource materials that enhance student learning assignments and to provide sources of recreational reading.

Name and description of different sections or units of site: (if any)

Circulation Desk - All library property is checked in and out at this area. Reserve books are maintained by the circulation department.

Magazine stacks - Files of magazines for the past five years. Only library helpers get materials from this area.

AEA materials - Receives all A/V materials, mail and books ordered from AEA 5 Media Center.

A/V storage - Stores and checks out all audio/visual equipment to be used by staff.

Student areas - Provides areas for study, reference book use and recreational reading.

15

To be filled out on each Resource Person:

RP's Name Miss Perry Job Title Media Specialist

Primary WTG # Librarian #10 Secondary WTG #'s

Name of contact person to place student Miss Perry Phone 332-3574

Number of students this RP can handle at one time (spacing requirements, if any) One

Name of Section in which this RP works All sections of library.

Time RP expects student to be on site. From 12:30 p.m. to 3.05 p.m. . Smoking regulations No smoking

Dress Code Neat and clean Special Restrictions

Other Comments The student helper must always attend to library rather than personal business.

Special kinds of possible Student involvement such as discussions, demonstrations and tutoring in which RP will participate:

Miss Perry enjoys hooking rugs and wall hangings, also reading as hobbies. She is very active in church work, participates in Christian Women's Club and teaches Sunday School. Miss Perry also enjoys cooking.

Resource Person Miss Perry Occupation Media Specialist Primary WTG # 10

Secondary WTG #'s

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
1. Perform duties at the Circulation Desk, checking books in and out, making sure to stamp both the book and the card with the due date. The rubber stamp must have the correct date on it. The student checking out the book must sign his/her name to the card and indicate where he/she will be during third hour.		X	Read calendar for month and date. Check date on rubber stamp. Make sure student tells where they can be located third period. File the book cards in alphabetical order.
2. Maintain a separate file for the cards from teacher books as they have no due date. Teacher books must be stamped with a special stamp that says "Faculty." Make sure the teacher signs the book card.		X	Locate teacher file and faculty stamp. File cards in alphabetical order.
3. Collect books for reserve area using a teacher list indicating the title of the needed books. All books must have an orange reserve card or a card must be made.		X	Locate books using the Dewey Decimal System. Read or match titles on reserve list to book titles on shelves.
4. Prepare reserve books for overnight check-out by stamping only the regular card. Do not stamp orange card. Students may request books by title or by teacher that require the reserve list so it is necessary to know the reserve list.		X	Learn the reserve lists and any new additions to the list.
5. Recognize the Individualized Reading Course books using the book card color to identify them because these books are maintained in a separate area of the library. When the books are checked in		X	Identify card color for individualized reading. Knowledge of checkout procedure. File by alphabetical order.

Resource Person Miss Perry Occupation Media Specialist Primary WTG # 10

Secondary WTG #'s

Task Statements	Student May Observe	May Do Hands-On	Student May Do With Basic Skills
they are placed on a special book truck for later shelving. The regular checkout procedure is followed.			
6. Return books to shelves using the Dewey Decimal System to help locate the book when it is needed again. This must be done with accuracy.		X	Book shelving procedure - Dewey Decimal numbers, then letter: Fiction - F with number below
7. Place magazines in boxes in the magazine storage area using title and date. Must use both title and date as these are used to locate a desired magazine. This must be done with accuracy.		X	Location of magazine storage area. Understand terms Vol., No., etc. Correct method of filing magazines.
8. Locate magazines for student checkout following a student request form. Check form for accuracy as the magazine title, volume and date must be included.		X	How to locate specific magazines. Know what should be on student form.
9. Maintain library appearance by pushing chairs back to the tables, dusting shelves and picking up newspapers and magazines to keep library neat and clean. Dusting may be done throughout the day. At end of 7th period, check chairs, magazines and newspapers. The library must be left in neat order after student use.		X	